

Religious Education – Progression of skills



Lymington CE Infant School

Concept Key: God – Purple Creation – Green Incarnation - Red
 Gospel – Pink Salvation – Blue Judaism - Orange

End of year outcomes from the Hampshire Syllabus Living Difference 111 (2019)

Area of Study/Skills	EYFS	Year 1	Year 2
Communicate	<p>Children can begin to talk about their own responses to their experiences of the concepts explored.</p> <p>AU1 – Introduction to worships, Jesus, God, Prayer. AU2 – Communicate their ideas on how to celebrate a birthday (Barnaby Bear Birthday) SP2 – How do we feel about new life? Watch a chicken hatch out of an egg. SU1 – Special Clothes</p>	<p>Children can talk about their own responses to their experiences of the concepts explored.</p> <p>AU1 – What does creation mean? Create playdough object. AU2 – What is important about birthdays? Design a bedroom for a new baby. SP1 – Describe own appearance and personality. Describe God appearance and personality. SP2 – Explore why Easter eggs and Hot Cross buns are an Easter tradition. SU1 – Talk about own responses of belonging through circle time and discussion. SU2 – Talk about who has authority in their life. (Mind map)</p>	<p>Children can describe in simple terms their responses to their experiences of the concepts studied.</p> <p>AU1 – Identify what it means to be thankful. AU2 – Why does Christmas matter to Christians? Nativity Character Investigation. SP1 – Exploring SP2 - Explore why Easter eggs and Hot Cross buns are an Easter Tradition. SU1 - SU2 – Children to share two personal experiences of when they have received both good and bad news.</p>
Apply	<p>They can begin to identify how their responses relate to events in their own lives.</p> <p>AU1 – Introduction to worships, Jesus, God, Prayer. AU2 – When and why do we celebrate birthdays? Class Discussion. SP2 – Explore children’s own ideas and experiences of where they have seen new life? Investigate a variety of eggs to discuss new life. SU1 – Special Clothes</p>	<p>They can identify how their responses relate to events in their own lives.</p> <p>AU1 – What does creation mean? Create playdough object. AU2 – What are the main events of the birth of Jesus? Sequence the story of the birth of Baby Jesus. SP1 – Describe own parents appearance and personality. P4C discussion for children to explore the qualities/characteristics they think a ‘parent’ has. SP2 – Class discussion on what the Easter story is about. SU1 – Talk about different groups children belong to. SU2 – Role-play when authority can be good and bad.</p>	<p>They can identify simple examples of how their responses relate to their own lives and those of others.</p> <p>AU1 – What children are thankful for in their own lives? AU2 – Why does Christmas matter to Christians? Big Frieze exploration. SP1 – SP2 - Class discussion on what the Easter story is about. SU1 - SU2 - Children to record in words and pictures why they think Christians see Jesus as ‘Good News’.</p>
Enquire	<p>They can begin to identify and talk about key concepts explored that are common to all people (Group A concepts).</p> <p>AU1 – Introduction to worships, Jesus, God, Prayer. AU2 – What are birthday celebrations for? Baby picture matching activity. SP2 – Explore how eggs can be a reminder/symbol of new life. The story of Baby Goz. SU1 – Special Clothes</p>	<p>They can identify and talk about key concepts explored that are common to all people (Group A concepts).</p> <p>AU1 – Christians and Jews believe that God created the world. Children to create their own story board of the story adding key words. AU2 – Why is Jesus is important for Christians? Christmas story recount. SP1 – Introduce parables, tell the story of lost sons, and discuss qualities/characteristics of each person in the story. SP2 – Retell Easter story and make an Easter Garden. SU1 – Explore the Jewish family celebration of Shabbat and link back to the discussion of belonging. SU2 – Introduction to the word Authority and its meaning through different peoples roles in the community.</p>	<p>They can describe in simple terms key concepts explored that are common to all people (A concepts), identify, and talk about concepts that are common to many religions (B concepts).</p> <p>AU1 – Explore how Christians and Jews show their thanks during harvest. AU2 – Why does Christmas matter to Christians? Nativity Treasure Trail. SP1 – SP2 – Sequence the events of the Easter story and link each events to a Holy week artefact. SU1 - SU2 – Read the calling of Matthew and explore the concept of forgiveness when you are wrong.</p>

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<p>Contextualise</p>	<p>They can begin to recognise that the concept is expressed in the way of life of the people studied.</p> <p>AU1 – Introduction to worships, Jesus, God, Prayer. AU2 – How do Christians celebrate the story of Jesus' birthday at Christmas? Nativity Role-play. SP2 - Identify how Christians use eggs as a reminder/symbol of new life. SU1 – Special Clothes</p>	<p>They can recognise that the concept is expressed in the way of life of the people studied.</p> <p>AU1 – Christians think about God as creator/provider at Harvest. Create a list of things that Christians are thankful for. AU2 – What symbolises Christmas for Christians? Picture sorting activity. SP1 – Using the parable explore how God is loving and forgiving, like a parent. SP2 – Explore with children 3 Christians Easter Tradition and the meaning of each tradition. SU1 - Explore what a synagogue means to Jewish people and link back to the discussion of belonging. SU2 – Read Jesus and the Temple and discuss Jesus' authority over Christians.</p>	<p>They can simply describe ways in which these concepts are expressed in the context of the ways of life of people living a religious life in the religion studied.</p> <p>AU1 – Compare Christian Harvest customs with Sukkot and recognise that Sukkot has different customs to Christian Harvest AU2 – Why does Christmas matter to Christians? Roleplay a section of the Nativity. SP1 – SP2 – Explore the salvation through Jesus' death on the cross by creating a newspaper article. SU1 - SU2 – Explore the importance of Prayer in Christians lives.</p>
<p>Evaluate</p>	<p>They can begin to evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.</p> <p>AU1 – Introduction to worships, Jesus, God, Prayer. AU2 – What do we think about Christians celebrating Jesus' birthday? Class discussion. SP2 – Why is it important to think about and celebrate new life? SU1 – Special Clothes</p>	<p>They can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.</p> <p>AU1 – If God created the world how could we look after it? Create a poster about how they can look after the world. AU2 – What are Christians thankful for at Christmas? Thankful bauble. SP1 – Reflect on the importance of forgiveness in own lives through scenarios and role-play and how Christians can ask for forgiveness through prayer. SP2 – What is the true meaning of Easter? Children to make one symbol they feel shows the true meaning of Easter. SU1 – Reflect on the importance of Shabbat and the Synagogue in Jewish people's lives. Discussion. SU2 – Reflect on the importance of Jesus having authority and how Jesus shows this.</p>	<p>They can evaluate the human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others recognise an issue raised.</p> <p>AU1 – Evaluate how important the building of a Sukkah is to the festival of Sukkot. AU2 – Why does Christmas matter to Christians? Class story and Christmas card sort. SP1 – SP2 – Reflect on what Jesus' death means to us and others link to forgiveness. SU1 - SU2 – Reflect on what matters most to us in life.</p>

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End of year outcomes from the Hampshire Syllabus Living Difference 111 (2019)

Area of Study	EYFS	Year 1	Year 2
God	Pupils will know that: <ul style="list-style-type: none"> • The word God is a name. • Christians believe God is Creator of the universe. • Christians believe God made our wonderful world and so we should look after it. 	Pupils will know that: <ul style="list-style-type: none"> • Christians believe in God, and that they find out about God in the bible. • Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this. • Christians worship God and try to live in ways that please him. 	Pupils will know that: <ul style="list-style-type: none"> • Christians believe in God, and that they find out about God in the bible. • Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this. • Christians worship God and try to live in ways that please him.
Creation	Pupils will know that: <ul style="list-style-type: none"> • The word God is a name. • Christians believe God is Creator of the universe. • Christians believe God made our wonderful world and so we should look after it. 	Pupils will know that: <ul style="list-style-type: none"> • God created the universe. • The Earth and everything in it are important. • God has a unique relationship with human beings as their Creator and Sustainer. • People should care for the world because it belongs to God. 	Pupils will know that: <ul style="list-style-type: none"> • God created the universe. • The Earth and everything in it are important. • God has a unique relationship with human beings as their Creator and Sustainer. • People should care for the world because it belongs to God.

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<p>Incarnation</p>	<p>Pupils will know that:</p> <ul style="list-style-type: none"> • Christians believe God came to Earth in human form as Jesus. • Christians believe Jesus came to show that all people are precious and special to God. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> • Christians believe that Jesus is God and that he was born as a Baby in Bethlehem. • Jesus’ birth was extraordinary and that he came to bring good news. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> • Christians believe that Jesus is God and that he was born as a Baby in Bethlehem. • Jesus’ birth was extraordinary and that he came to bring good news.
<p>Gospel</p>		<p>Pupils will know that:</p> <ul style="list-style-type: none"> • Christians believe Jesus brings good news for all people. • For Christians, this good new includes being loved by God and being forgiven for bad things. • Christians believe that Jesus is a friend to the poor and friendless. • Christians believe Jesus’ teachings make people think hard about how to live and show them the right way. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> • Christians believe Jesus brings good news for all people. • For Christians, this good new includes being loved by God and being forgiven for bad things. • Christians believe that Jesus is a friend to the poor and friendless. • Christians believe Jesus’ teachings make people think hard about how to live and show them the right way.
<p>Salvation</p>	<p>Pupils will know that:</p> <ul style="list-style-type: none"> • Christians remember Jesus’ last week at Easter. • Jesus’ name means ‘he saves’. • Christians believe Jesus came to show God’s love. • Christians try to show God love to others. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> • Easter is very important in the ‘big story’ of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. • Christians believe that Jesus builds a bridge between God and humans. • Christians believe Jesus rose from the dead, giving people hope of a new life. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> • Easter is very important in the ‘big story’ of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. • Christians believe that Jesus builds a bridge between God and humans. • Christians believe Jesus rose from the dead, giving people hope of a new life.
<p>Judaism</p>	<p>Pupils will know that:</p>	<p>Pupils will know that:</p>	<p>Pupils will know that:</p>